

Ensuring Quality Course Delivery in the High School Setting

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Introductions

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Session Description

This session is designed to provide practical examples (policies, practices, and procedures) of how a large multi-campus institution is attempting to ensure high-quality course delivery in the high school setting.

About Dual Enrollment at Ohio University (Structure)

- Large multi-campus system (6 campuses and 2 centers)
- Dual enrollment is managed centrally
 - Coordinate dual enrollment related activities, manage policies, ensure best practices, monitor compliance, manage data collection and reporting, reconcile payments with school districts, work with state agencies and organizations
- Functional activities are decentralized
 - Recruitment, admission, academic advising, teacher approvals, and relationship management with secondary partners

About Dual Enrollment at Ohio University

- Approximately 1,200 students enroll per academic year
- 35% of the students take at least one course at a high school location
- 40 - 50 courses delivered in secondary school locations across Southeastern Ohio each semester
- Course instructors are a mix of approved high school teachers and Ohio University faculty
- Select courses delivered by Ohio University faculty via video conferencing technology

Why is this an Important Topic

- Higher Learning Commission and Ohio Revised Code
 - Nationwide popularity has led to increased HLC scrutiny
 - Ohio Department of Higher Education rules follow NACEP best practices
- As educators we care about academic quality and the future success of our students!
 - Same curriculum
 - Similar experiences

HLC and ODHE Dual Enrollment Guidelines / Rules

HLC Critical Element 1

The institution requires the same level of credentials and qualifications for faculty in dual credit courses or programs that it does for its regular higher education courses.

ODHE Rule 3333-1-65.4

The teacher meets the qualification requirements to be the instructor that are set forth in the guidelines established by the chancellor of The Ohio board of regents, which are available at ohiohighered.org;

HLC and ODHE Dual Enrollment Guidelines / Rules

Critical Element 2

The institution mandates the same level of rigor in dual credit courses or programs as it does for its regular higher-education courses or programs.

ODHE Rule 3333-1-65.4

The college credit plus course offered in the secondary school shall follow the same course syllabus and learning outcomes, use the same text book and materials and assessments as the college course delivered on the campus.

HLC and ODHE Dual Enrollment Guidelines / Rules

Critical Element 3

Expectations for student learning and learning outcomes in dual credit courses or programs are consistent with the same courses or programs that the institution offers at the higher-education level.

ODHE Rule 3333-1-65.2

College credit plus classrooms at the participating secondary school shall consist of students who all follow the same course syllabus, use the same text book and materials, aspire to achieve the same learning outcomes and are assessed using the same methods as the college course delivered on the college campus.

HLC and ODHE Dual Enrollment Guidelines / Rules

Critical Element 4

Students as well as faculty in dual credit courses or programs have the same level of access to learning resources (libraries, laboratories, databases, etc.) as the institution's students and faculty in the same higher-education courses or programs.

ODHE 3333-1-65.3

The mandatory meeting, shall include, but not be limited to, information regarding the following:

(a) Academic resources available to assist students;

HLC and ODHE Dual Enrollment Guidelines / Rules

Critical Element 5

The institution, specifically its academic departments and disciplinary faculty, exercises proper monitoring and oversight of its dual credit activity to ensure that dual credit courses or programs meet higher education standards.

ODHE Rule 3333-1-65.4

The institution conducts at least one full-period classroom observation of each college credit plus course taught by each secondary teacher during the first academic year the secondary teacher instructs the college course, and then alternating academic years thereafter.

The chief academic officer of the institution approves the classroom observation content expert and format.

HLC Accreditation Site Visit 2015

- Ohio University's site visit for reaccreditation was in the fall of 2015.
- The first term for the CC+ program was the fall 2015 semester.
- Ohio University was asked by HLC to document and demonstrate our efforts as an institutions to **“assure and advance quality wherever instruction is provided.”**
- Dual enrollment was at the top of their list due to the increase of dual enrollment activities in Ohio.

Oversight - College Credit Plus Advisory Board

The functions of Ohio University's CC+ advisory board include the following:

- Advise the director concerning CC+ activities
- Inform the development of policy and practices
- Encourage academic programs to engage with CC+
- Make recommendations in response to changes in CC+ guidelines
- Review and make recommendations concerning applications for a waiver of the requirements for the College Credit Plus program in accordance with section 3365.10 of the Revised Code

Teacher Application & Approval Processes

- Teachers must submit a thorough, online application: application form, transcripts, recommendation letter(s), and cover letter or personal statement
- Teachers must meet the credential requirements set by the department
- Holistic review means possessing the minimum faculty qualifications does not guarantee approval by the department / college
- Approval or denial is always an academic decision

Mentorship

- Faculty mentor assigned to every approved teacher who is instructing a course at a high school location
- Mentor is responsible for instructional oversight, on-site course observation, and acts as the general advisor for the teacher on all academic related matters
- More than meeting ORC requirements, mentor is VITAL to ensuring rigor and quality

The Role and Expectations of Mentorship

The core of function of the faculty mentor is to ensure the academic integrity of the course by engaging in the following activities:

- Orient the approved teacher to OHIO practices
- Serve as primary point of contact for curriculum
- Serve as the primary point of contact for the high school instructor during the semester
- Conduct at least one, in person, instructional observation during semester

Requirements to be a Faculty Mentor

Faculty mentors are identified during the teacher application process by regional campus Associate Dean or Athens campus academic departments. In most cases, the a mentor must meet one of the following requirements:

- Must be a current, full-time OHIO faculty member in the same academic discipline of the course
- In rare cases, a long-term adjunct faculty member may be considered as a mentor
- Mentors must be instructing at least one course or conducting department approved research during the mentorship term

Teacher / Classroom Observations

Ohio University requires an a mentor observation every semester that an approved teacher instructs a course.

- Observations should take place between the third and fifth week of the course
- Feedback must be returned to the teacher within one week of the conducted observation
- Goal is to provide positive feedback and professional critique

Mentoring Compensation

Unless other arrangements are determined between the campus / college / department and the faculty mentor, compensation will be determined as such:

- 1st year/semester that a teacher instructs an OHIO course, the mentor will receive \$500 per high school instructor per 3 credit course
- Every year/semester thereafter, \$250 per high school instructor per 3 credit course
- An additional \$100 stipend will be offered for classes that include a lab
- Mileage reimbursement provided to cover travel costs associated with course planning and observations

Teacher Aides and Lab Assistants

Because the instructor of record may not be present on all days that the course meets, the instructor may delegate certain tasks associated with the facilitation of the course to either a teacher aide or lab assistant.

- The teacher aide or lab assistant must be employed by the school district
- Possess an Ohio Department of Education aide permit
- Elementary and Secondary Education Act (ESEA) designation
- Individuals with a student monitor permit are not eligible to act as an aide or lab assistant

Substitute Teachers

Short Term Replacement

If the approved teacher is absent for five or fewer consecutive days, the substitute may be chosen from the regular rotation of available teachers. However, the substitute must adhere to the same roles and expectations of a teaching aide or lab assistant.

Long Term Replacement

If teacher is absent for more than five consecutive days, a substitute who meets OHIO's minimum criteria for teacher approval must be utilized. The substitute must interact regularly with the faculty mentor.

In some cases, Ohio University may assist by providing a faculty member or locating qualified substitutes for secondary schools.

Course Sharing Practices (PODS)

PODS or shared courses generally describes a course that originates from a secondary school and is delivered via technology, normally video conferencing, to other secondary schools.

- Often utilized by districts that do not have teachers who meet the minimum credentials to be an instructor of record
- Instructor of record maintains responsibility for academic quality of the course at all locations
- Teacher aides at the receiving locations can help facilitate academic activities and learning

Student Course Evaluations

Anonymous student course evaluations contribute to faculty professional development and students educational experiences.

- Student evaluation forms (paper or online) are administered for all courses, including courses offered in the high school and online
- Minimum course enrollment of 5 is required; consistent with OHIO practices
- Evaluations are reviewed by the appropriate academic unit and conferences are held with the instructor as needed
- Course evaluations are considered whenever an approved teacher is being evaluated for continuation

Professional Development

At this time, Ohio University relies primarily on the faculty mentor to provide the required 3 hours of professional development which is achieved by delivering an orientation session prior to each semester.

All approved teachers are also invited to attend the annual “College Readiness Form” hosted by the Office of Dual Enrollment Programs, University College and Regional Higher Education

What's Coming & Improvement Process

- Approved teacher evaluation and renewal processes
- Expanded documentation for current and prospective mentors, re: expectations and resources
- Faculty review of the mentor processes

Questions & Contact Info

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